

POLICY FOR E.S.L. STUDENTS

Rationale

The C.E.O. through its Mission Statement, commits itself to:

- fostering the dignity, self-esteem and integrity of each individual
- collaborating on projects which make a difference

According to the Domremy College Mission Statement we empower students to:

- recognize their self-worth
- work towards independence
- become women of courage
- promote the dignity of the human person

In the light of the above Statements, Domremy College aims to implement a policy for students with ESL needs which will ensure successful integration of these students into the school community and later into the wider community. ESL students should be valued . ESL policies and practices aim to ensure that equitable access to education for all students is achieved. The transition to secondary school and secondary schooling in general is a critical time for intervention with ESL support. Competence in the use of the English language is critical for students to achieve both educationally and socially. This is of particular importance because of the high proportion of ESL students.

Outcomes

The school community aims

- to enhance students proficiency in language for learning in mainstream curriculum areas so that they achieve grades commensurate with their academic ability
- to develop an integral approach to ESL teaching at Domremy - a whole school approach to language learning
- to proactively support student, especially recent arrivals
- to identify and assess the source of students' learning difficulties to ensure language development issues are not confused with learning ability issues.
- to foster positive attitudes towards, and higher expectations of ESL students

Strategies

- to develop the mainstream teacher's knowledge and understanding of the language needs of the ESL learner through in-servicing at a whole school level and through team-teaching
- implementing a recent arrivals program which provides for assessment on arrival, liaising with I.L.C., classroom support, establishing a buddy system and on going monitoring of academic, social and emotional development
- use of a "buddy" system to ease integration of recent arrivals into school and classroom routine
- liaise with teachers to ensure that appropriate levels of performance are expected and achieved
- tailoring the curriculum to language skill level
- classroom teacher and specialist teacher to liaise regularly and team teach where appropriate
- ESL teacher in collaboration with classroom teachers, parents, advisors and outside agencies would develop individualised educational programmes for ESL students
- providing in-service for teachers to allow the classroom teacher to identify and report possible ESL students to ESL teacher for assessment